

New York State District Report Card Comprehensive Information Report

BEDS Code: 13-21-01-06-0000

Name: Wappingers Central School District

Superintendent: Richard A. Powell

Fall Enrollment

Grade	2000–2001	2001–2002	2002–2003
Pre-K	0	0	0
Kindergarten	799	762	815
First	848	930	909
Second	928	813	899
Third	898	942	849
Fourth	938	904	934
Fifth	859	932	938
Sixth	947	872	959
Ungraded Elementary	221	237	203
Seventh	932	995	913
Eighth	858	905	990
Ninth	883	893	958
Tenth	915	859	895
Eleventh	822	893	856
Twelfth	830	816	829
Ungraded Secondary	158	153	178
Total K-12 Enrollment	11836	11906	12125

Student Racial/Ethnic Origin

Race/Ethnicity	2000–2001		2001–2002		2002–2003	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	514	4.3%	576	4.8%	598	4.9%
Black (Not Hispanic)	615	5.2%	635	5.3%	644	5.3%
Hispanic	714	6.0%	759	6.4%	833	6.9%
White (Not Hispanic)	9993	84.4%	9936	83.5%	10050	82.9%

Average Class Size

Grade Level	2000–2001	2001–2002	2002–2003
Kindergarten	23	23	24
Common Branch	24	24	24
English Grade 8	23	26	24
Mathematics Grade 8	25	25	25
Science Grade 8	25	26	26
Social Studies Grade 8	25	27	27
English Grade 10	23	24	24
Mathematics Grade 10	24	27	22
Science Grade 10	22	23	24
Social Studies Grade 10	24	22	23

(Form – A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2000–2001		2001–2002		2002–2003	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	162	1.4%	131	1.1%	147	1.2%
Eligible for Free Lunch	767	7.0%	626	5.6%	616	5.5%

Attendance and Suspension

	1999–2000		2000–2001		2001–2002	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		94.1%		94.0%		93.8%
Student Suspensions	767	6.6%	616	5.2%	657	5.5%

Student Socioeconomic and Stability Indicators (Percent of Enrollment)

	2000–2001	2001–2002	2002–2003
Reduced Lunch	4.0%	4.6%	4.1%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2002–2003
Total Teachers	795
Total Other Professional Staff	115
Total Paraprofessionals	235
Teaching Out of Certification*	25
Teachers with Temporary Licenses	3

*Teaching out of certification more than on an incidental basis. Teachers with temporary licenses are also counted as teaching out of certification.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2000–2001			2001–2002			2002–2003		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	629	396	63%	722	592	82%	707	498	70%
Students with Disabilities	51	8	16%	39	19	49%	69	18	26%
All Students	680	404	59%	761	611	80%	776	516	66%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures during the 2001–2002 school year, diploma counts and percentage of graduates earning Regents diplomas are not necessarily comparable between years. Data for the 2000-2001 school year include January, June and August 2001 graduates; data for the 2001-2002 school year include January and June 2002 graduates; data for the 2002–2003 school year include August 2002 and January and June 2003 graduates.

Distribution of 2002–2003 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	384	299	2	8	17	66
Percent	49%	39%	0%	1%	2%	9%

Number of High School Completers with Disabilities in 2002–2003

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2002–2003 Completers (a+c)
69	18	17	86

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2000–2001		2001–2002		2002–2003	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out			109		103	
	Entered GED Program*			0		21	
	Total Noncompleters			109		124	
Students with Disabilities	Dropped Out			4		31	
	Entered GED Program*			2		10	
	Total Noncompleters			6		41	
All Students	Dropped Out	54	1.5%	113	3.2%	134	3.7%
	Entered GED Program*	31	0.9%	2	0.1%	31	0.8%
	Total Noncompleters	85	2.4%	115	3.2%	165	4.5%

*The number and percentage of students who left K-12, diploma-bound systems and entered an alternative program leading to a high school equivalency diploma.

(Form – C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2000-01	2001-02	2002-03
K-1		0%	0%
2-3		0%	0%

Students Developing a Career Plan, 4-12

Grades		2000-01	2001-02	2002-03
4-5	Number of General-Education Students		0	0
	Number of Students with Disabilities		0	0
	Number of All Students		0	0
	Percent of Enrollment		0%	0%
6-8	Number of General-Education Students		0	131
	Number of Students with Disabilities		0	30
	Number of All Students		0	161
	Percent of Enrollment		0%	5%
9-12	Number of General-Education Students		150	111
	Number of Students with Disabilities		220	80
	Number of All Students		370	191
	Percent of Enrollment		10%	5%

Second Language Proficiency Examinations

General-Education Students

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	88	100%	99	98%	69	99%
German	35	91%	43	84%	40	90%
Italian	117	92%	125	91%	166	94%
Latin	0	0%	0	0%	0	0%
Spanish	206	96%	490	86%	563	93%

Students with Disabilities

Test	2000-2001		2001-2002		2002-2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	3	#	1	#	2	#
German	1	#	0	0%	1	#
Italian	4	#	0	0%	10	80%
Latin	0	0%	0	0%	0	0%
Spanish	12	67%	17	71%	37	73%

(Form-D)

Regents Competency Tests

General-Education Students

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	1	#	30	87%	5	80%
Science	16	62%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	1	#	0	0%	0	0%
U.S. Hist & Gov't	3	#	1	#	0	0%

Students with Disabilities

Test	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	35	91%	18	83%	107	79%
Science	0	0%	0	0%	0	0%
Reading	31	94%	0	0%	1	#
Writing	32	94%	1	#	3	#
Global Studies	2	#	0	0%	7	86%
U.S. Hist & Gov't	7	57%	0	0%	0	0%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive English						
Number Tested	773	673	786	50	58	47
Number Scoring 55–100	758	651	757	43	52	42
Number Scoring 65–100	730	631	735	37	45	37
Number Scoring 85–100	330	335	375	1	4	8
Percentage of Tested Scoring 55–100	98%	97%	96%	86%	90%	89%
Percentage of Tested Scoring 65–100	94%	94%	94%	74%	78%	79%
Percentage of Tested Scoring 85–100	43%	50%	48%	2%	7%	17%
Mathematics A						
Number Tested	0	372	981	0	25	80
Number Scoring 55–100	0	258	846	0	12	52
Number Scoring 65–100	0	212	742	0	8	39
Number Scoring 85–100	0	131	185	0	0	6
Percentage of Tested Scoring 55–100	0%	69%	86%	0%	48%	65%
Percentage of Tested Scoring 65–100	0%	57%	76%	0%	32%	49%
Percentage of Tested Scoring 85–100	0%	35%	19%	0%	0%	7%
Mathematics B (first administered June 2001)						
Number Tested	0	0	117	0	0	1
Number Scoring 55–100	0	0	117	0	0	#
Number Scoring 65–100	0	0	112	0	0	#
Number Scoring 85–100	0	0	39	0	0	#
Percentage of Tested Scoring 55–100	0%	0%	100%	0%	0%	#
Percentage of Tested Scoring 65–100	0%	0%	96%	0%	0%	#
Percentage of Tested Scoring 85–100	0%	0%	33%	0%	0%	#
Global History and Geography						
Number Tested	790	818	832	35	27	65
Number Scoring 55–100	774	767	773	33	24	50
Number Scoring 65–100	738	722	740	27	17	44
Number Scoring 85–100	315	245	379	2	1	7
Percentage of Tested Scoring 55–100	98%	94%	93%	94%	89%	77%
Percentage of Tested Scoring 65–100	93%	88%	89%	77%	63%	68%
Percentage of Tested Scoring 85–100	40%	30%	46%	6%	4%	11%
U.S. History and Government (first administered June 2001)						
Number Tested	773	732	778	46	34	46
Number Scoring 55–100	725	705	751	29	33	44
Number Scoring 65–100	689	669	743	18	30	43
Number Scoring 85–100	346	292	482	1	2	20
Percentage of Tested Scoring 55–100	94%	96%	97%	63%	97%	96%
Percentage of Tested Scoring 65–100	89%	91%	96%	39%	88%	93%
Percentage of Tested Scoring 85–100	45%	40%	62%	2%	6%	43%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Living Environment (first administered June 2001)						
Number Tested	909	810	846	87	28	57
Number Scoring 55–100	900	764	788	83	26	48
Number Scoring 65–100	864	745	754	66	19	42
Number Scoring 85–100	253	230	260	6	0	5
Percentage of Tested Scoring 55–100	99%	94%	93%	95%	93%	84%
Percentage of Tested Scoring 65–100	95%	92%	89%	76%	68%	74%
Percentage of Tested Scoring 85–100	28%	28%	31%	7%	0%	9%
Physical Setting/Earth Science (first administered June 2001)						
Number Tested	655	922	993	59	14	75
Number Scoring 55–100	600	794	837	43	11	45
Number Scoring 65–100	520	724	773	35	8	35
Number Scoring 85–100	250	265	326	8	4	8
Percentage of Tested Scoring 55–100	92%	86%	84%	73%	79%	60%
Percentage of Tested Scoring 65–100	79%	79%	78%	59%	57%	47%
Percentage of Tested Scoring 85–100	38%	29%	33%	14%	29%	11%
Physical Setting/Chemistry (first administered June 2002)						
Number Tested		513	382		8	8
Number Scoring 55–100		497	366		7	8
Number Scoring 65–100		407	314		5	6
Number Scoring 85–100		90	61		0	0
Percentage of Tested Scoring 55–100		97%	96%		88%	100%
Percentage of Tested Scoring 65–100		79%	82%		62%	75%
Percentage of Tested Scoring 85–100		18%	16%		0%	0%
Physical Setting/Physics (first administered June 2002)*						
Number Tested						
Number Scoring 55–100						
Number Scoring 65–100						
Number Scoring 85–100						
Percentage of Tested Scoring 55–100						
Percentage of Tested Scoring 65–100						
Percentage of Tested Scoring 85–100						

* Physical Setting/Physics results are not included in the report card because the Department is issuing a new conversion chart for this assessment. Data currently available to the Department are based on the original conversion chart for the assessment.
(Form – G)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Comprehensive French						
Number Tested	65	60	67	2	0	3
Number Scoring 55–100	65	60	67	#	0	#
Number Scoring 65–100	65	60	65	#	0	#
Number Scoring 85–100	43	28	42	#	0	#
Percentage of Tested Scoring 55–100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65–100	100%	100%	97%	#	0%	#
Percentage of Tested Scoring 85–100	66%	47%	63%	#	0%	#
Comprehensive Italian						
Number Tested	95	76	85	0	0	1
Number Scoring 55–100	95	74	83	0	0	#
Number Scoring 65–100	95	70	81	0	0	#
Number Scoring 85–100	61	28	47	0	0	#
Percentage of Tested Scoring 55–100	100%	97%	98%	0%	0%	#
Percentage of Tested Scoring 65–100	100%	92%	95%	0%	0%	#
Percentage of Tested Scoring 85–100	64%	37%	55%	0%	0%	#
Comprehensive German						
Number Tested	26	19	21	0	0	0
Number Scoring 55–100	26	19	21	0	0	0
Number Scoring 65–100	26	19	21	0	0	0
Number Scoring 85–100	22	14	14	0	0	0
Percentage of Tested Scoring 55–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65–100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85–100	85%	74%	67%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	340	367	351	0	4	7
Number Scoring 55–100	338	365	342	0	#	6
Number Scoring 65–100	333	359	340	0	#	6
Number Scoring 85–100	223	248	256	0	#	3
Percentage of Tested Scoring 55–100	99%	99%	97%	0%	#	86%
Percentage of Tested Scoring 65–100	98%	98%	97%	0%	#	86%
Percentage of Tested Scoring 85–100	66%	68%	73%	0%	#	43%
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55–100	0	0	0	0	0	0
Number Scoring 65–100	0	0	0	0	0	0
Number Scoring 85–100	0	0	0	0	0	0
Percentage of Tested Scoring 55–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65–100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85–100	0%	0%	0%	0%	0%	0%

(Form – H)

Regents Examinations

	All Students			Students with Disabilities		
	2001	2002	2003	2001	2002	2003
Sequential Mathematics, Course II (last administered January 2003)						
Number Tested	632	513	56	21	13	1
Number Scoring 55–100	541	394	34	16	8	#
Number Scoring 65–100	494	328	27	10	6	#
Number Scoring 85–100	235	57	2	2	1	#
Percentage of Tested Scoring 55–100	86%	77%	61%	76%	62%	#
Percentage of Tested Scoring 65–100	78%	64%	48%	48%	46%	#
Percentage of Tested Scoring 85–100	37%	11%	4%	10%	8%	#
Sequential Mathematics, Course III						
Number Tested	482	443	309	1	7	9
Number Scoring 55–100	443	415	246	#	6	4
Number Scoring 65–100	419	396	227	#	6	4
Number Scoring 85–100	228	222	47	#	2	0
Percentage of Tested Scoring 55–100	92%	94%	80%	#	86%	44%
Percentage of Tested Scoring 65–100	87%	89%	73%	#	86%	44%
Percentage of Tested Scoring 85–100	47%	50%	15%	#	29%	0%

(Form – I)

Introduction to Occupations Examination

	2000–2001		2001–2002		2002–2003	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	205	96%	0	0%	198	86%
Students with Disabilities	28	100%	0	0%	29	83%

On school reports, 2000–2001 and 2001–2002 data are for all students with disabilities enrolled in the school. District reports contain data for all students with disabilities enrolled in the district for the 2000–2001, 2001–2002, and 2002–2003 school years.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2002	General-Education Students	852	1%	6%	67%	26%
	Students with Disabilities	90	20%	23%	50%	7%
	All Students	942	3%	8%	65%	24%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2003	General-Education Students	869	0%	24%	64%	12%
	Students with Disabilities	107	8%	68%	23%	0%
	All Students	976	1%	28%	60%	11%

(Form – J)

New York State Alternate Assessments (NYSAA) 2002–2003

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	5	0	0	2	1	2
Middle Level						
Social Studies	3	0	#	#	#	#
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

1999 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	767	767	767	84	84	84	851	851	851
Number Scoring 55–64	19	25	21	7	2	8	26	27	29
Number Scoring 65–84	354	331	419	45	31	47	399	362	466
Number Scoring 85–100	342	284	283	6	2	4	348	286	287
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – K)